**Teacher: Mr. Hathaway**  
**Office Location: UMF**  
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**Summary of Unit**

This unit will challenge students to dig deep and critically think about some similarities and differences in the Revolutionary War. Through different types of research, readings and discussions we will be able to know the cause and effects of many different events. Through these exercises we will be able to take on a role of one of these sub groups and make some decisions that everyday people would be faced with during these times. After some critical thinking we will be able to explain why some outcomes played out the way they did and why, and also argue their point of views. This unit will help students distinguish facts from fiction and expand the views of the Revolution being just "the shot heard around the world" or a tea party for the colonies. By the end of this unit critical thinking about several different influences, themes and ties will come easy and be the first thought to come to mind instead of a guy riding a horse yelling about the British coming. Hold on to your saddle and get ready to learn about all impacts of the Revolutionary war.

**Establish Goals**

**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, themes, and patterns  
**Grade Level Span:** Grade 9-Diploma "The Revolutionary Era, 1754-1783"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d

**Students will understand that**

•the Revolution had different effects on the economy.  
•woman, Native Americans and Slaves impacted the Revolution.  
•there were very many pivotal points in the Revolution in shaping America.

**Essential Questions**

•How did the Revolution affect the economy?  
•Why was the involvement of sub groups in the revolution so important?  
•How did the Revolution shape America?

**Students will know**

•Events- French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord.  
•People- Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington.  
•Sequence and Timelines- Order of events, picking and event and researching it, important years, turning points in the Revolution.

**Students will be able to**

•describe the effects of the Revolution on the economy.  
•make sense of the different ways the economy was impacted during the revolution.  
•exhibit the role of woman, slaves and Native Americans in the Revolution.  
•argue the ways that the war shaped America.  
•be open to the lives that woman, slaves and Native Americans lived.  
•recognize that America was shaped through many pivotal points during the Revolution.  
  
**Performance Task Overview**  
  
CBS is now accepting auditions for their new role playing reality TV series. For your audition you must assume the role of either a Slave, Native American or Woman during the Revolutionary Era. You need to convey your knowledge of your character to the producers in order for them to accept you. You must become your character and face the everyday challenges that they may have faced during these times. In your audition you should express your knowledge of what their lives were like. What were the hardships they faced? How did waking up each day pose a threat? Have fun while becoming this character while using props, music and other props to convince us that you want the role. You will make 2-3 creative Video logs of you surviving as your character and making the decisions and tough sacrifices that they may have faced during the Revolutionary Era.

**Expectations**

**Absences:** If absent from class I will post the agenda on the class website for you to check for notes, homework and handouts. You can email me if you have any questions and I will get back to you as soon as possible. If there are different circumstances we will go with school policy or you can meet with me to discuss an alternative route.  
  
**Plagiarism:** I will check works cited for each assignment to make sure credit is given where credit is due. Any questions about citing sources I can help make sure you are on the right track or use the class site for resources. If you just leave your sources out or have trouble citing sources we will have a meeting to make sure you get it right the next time. If a student straight up steals or copies a paper we will follow the school policy on plagiarism for consequences.  
  
**Assignments:** All assignments should be turned in the day it is due. The work can be handed in through the website or handed right to me. Turning work in early is acceptable, but lat work should be discussed. If you have a conflict where you know you need to turn work in due to medical, family or other issues communicate with me.  
  
**Classroom Expectations**: My expectations are that you are ready to go, respectful and responsible. I am going to be firm but fair. Come to me with issues and communication is key. All thoughts are welcome as well as opinions. When you step foot into my class be ready to learn, be engaged and get it done. I want you to leave your baggage at the door and create the best learning environment possible. Want to be here and get the most out of it, work hard and don't bring others down. I want you to challenge yourselves to try to get the most out of my class.

**Benchmarks:**

**Total: (12423)**  
•**Podcast:(1763)** Students will create a podcast that will explain the differences or events that changed the economy during the revolutionary times. Students will be doing this task individually. They will use sources that are approved or either on the class website. The project is a baseline to make sure students are comfortable with technology and understand background knowledge of the Revolution. This assignment is to help transition into critical thinking.  
•**Timeline (1776)** Students will create a timeline where they put their interpretation of significant events that impacted the Revolution. They will go off of the information that we have covered from books and other lessons. This will be a project that overlaps and is open ended and up to them which events they include. They will pick 10-15 events and use an app where they can add pictures and a detailed description of the events that they plot. This should help them with their technology skills and should help them learn how to find information over fluff. Through this is should help them with their research skills as well because they can go pack and find new information or expand upon what we have done in class.  
Or  
•**Slide show (1776)** If students choose to make a slide show they will be making slides of diary entries or a biography slide show. Students will take a character from the Revolution and go in depth about their lives, or make up a character and talk about what their life would be like based on who they are during this time. This will help them on their final project because they will be doing almost the same thing, but if they use Native Americans here they can't on their final project, this goes for Slaves and Woman as well. An extra they have here would be if they chose to be a Patriot, Loyalist, Mob member or leader of some sort they can write letters home or to someone from their point of view. The objective here is to teach students to step into someone else's shoes and write in a different point of view.   
**•iMovie (1770)** Students will make a short film or a skit about life during the Revolution. This should be informational and exhibit life during these times. Students should get creative with this, they can rap, sing, role-play or do anything they would like to get the content across. This leaves it pretty open as to how much technology that is required, but they just need to exhibit the content from the rubric.  
Or  
•**Blog (1770)** Students will create a Blog to argue and persuade us your points about how the War shaped America, didn't shape it or what did shape it during the Revolution. The goal of this will be to teach kids to express their opinions in a controlled fashion and help keep an open mind. Hopefully other students opinions will help create more points of view and brain storms. This will help with technology skills because most of the forum will happen online.   
•**Movie Trailer (1781)**Create a trailer or video log about different points that impacted the Revolution.(1781) Students will make a video trailer advertising for the Revolution. This should have content from what we learned and discuss the impacts of the revolution. If someone had no idea what the Revolution was by the end of the trailer they should have a good idea. They should know that there were many different influences and points of view and it was more than a tea party. This is another open ended assignment, but the goal is to help the students convey information in a creative way.  
  
  
**Performance Task: See Above (1787)**

**Grading Scale**

**A** (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).